IES ABROAD SANTIAGO:

Report of the Program Assessment Committee

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Santiago, Chile

April 7-13, 2019
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter From The Chair</td>
<td>2</td>
</tr>
<tr>
<td>Review Committee</td>
<td>3</td>
</tr>
<tr>
<td>IES Abroad Program Assessment Report of the IES Santiago Center</td>
<td>4</td>
</tr>
<tr>
<td>Committee Observations and Recommendations based on IES Abroad MAP</td>
<td>6</td>
</tr>
<tr>
<td>standards for Centers</td>
<td></td>
</tr>
<tr>
<td>I. Student Learning Environment</td>
<td>6</td>
</tr>
<tr>
<td>II. Student Learning; Assessment and Intercultural Development</td>
<td>14</td>
</tr>
<tr>
<td>III. Resources for Academic and Student Support</td>
<td>17</td>
</tr>
<tr>
<td>Appendix I - Original Program Assessment Charges</td>
<td>23</td>
</tr>
<tr>
<td>Appendix II - Assessment Week Schedule</td>
<td>31</td>
</tr>
</tbody>
</table>
September 2019

Dear IES Abroad Colleagues,

On behalf of the IES Abroad Santiago Program Assessment Committee, I am very pleased to offer this comprehensive report of observations and recommendations for the IES Santiago Center. I also wish to convey my deepest gratitude to the Chicago and Santiago staff for all the time and hard work that led to a successful, productive, and enjoyable week spent in Santiago.

Manicarmen Cortés, Center Director, and her wonderful staff along with Lee L’Hote, Committee Secretary and Program Dean, arranged and executed a meticulous on-site itinerary, replete with classroom visits, student and faculty meetings, staff presentations, visits to university partners and service learning sites, all of which complemented the relevant information and documentation sent to the committee members well in advance of the Santiago visit. All IES Abroad staff were available, responsive, and provided valuable insight and context for the committee to consider while conducting the review.

Program assessment is instrumental in ensuring the consistent high quality seen in IES Abroad programs around the world, and the committee members are privileged to have been a part of the Santiago Center’s review. We found the Santiago staff and faculty to be genuine and enthusiastic in their deep commitment to the students. They clearly care for them above and beyond normal expectations and provide them with the best possible environment to learn and develop and be successful. The high level of student satisfaction is a reflection of this commitment. Students reported feeling appropriately challenged and supported and highly recommended this program to their peers.

With the increasing diversity of students who study abroad from the IES consortium members combined with the growth in the Emerging Economies program, the IES Santiago center can expect a progressively diverse population of students in the years to come. We are confident that as this occurs and with appropriate training, the center staff, faculty, partners, and host families will continue to offer stellar academic and cultural support services to the variety of students that will enter into their care. The committee was very focused on this challenge throughout the entire assessment, and this is reflected in several of the recommendations offered.

The final draft of this report was approved by the committee, and we submit this for your review and consideration with our sincerest thanks to IES Chicago and IES Santiago.

Sincerely,

Ali Janicek
Assistant Dean for International & Off-Campus Study
Franklin & Marshall College
IES ABROAD SANTIAGO:

Report of the Program Assessment Committee

April 7 - 13, 2019

REVIEW COMMITTEE

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The IES Santiago Program Assessment Committee met in Santiago from April 7 - 13, 2019. The committee left very impressed with the overall strength of the IES Santiago Center. The academic quality and intercultural learning opportunities are quite strong and creative, and the Center benefits from very dedicated faculty, staff, and host families. The report recommendations below highlight some areas for improvement, particularly regarding orientation and student preparation, but the majority of the recommendations focus on strategic new opportunities to enhance the quality already in place.

Outlined below, the committee took into account the Center’s rich history and received a broad overview of the current program structures and challenges identified by the International Programs Dean and Center Director. The IES Abroad Santiago Center opened in the fall of 2002 with 16 students, expanding IES Abroad’s presence in Latin America. Chile was and continues to be a stable country in which to operate in South America and its capital, Santiago, is an exciting center of Chile’s history, arts, finance, and education, with excellent universities strongly committed to internationalization.

The original program’s academic structure centered upon Spanish language and the twin themes of tradition and development in Chile and Latin America. A direct descendant of that program remains popular today and is called the Santiago Politics, Social Justice, and Language program. It is a standard IES Abroad hybrid program in which students take courses through IES Abroad as well as two partner universities – Universidad de Chile (La Chile) and Pontificia Universidad Católica de Chile (La Católica). Students are required to have a minimum of four semesters of Spanish or the equivalent to attend this program. All students enroll in a four-credit Spanish language course as well as other IES Abroad area studies courses, and they have the option of taking classes at one of the two partner universities. The program offers courses in anthropology, art history, economics, international relations, literature, political science, and internship/service learning. Students can choose from a vast number of disciplines at the partner universities.

In recognition of the growing demand for international programs for students in health-related fields, IES Abroad in 2007 began to offer a summer Health Studies program. The summer program currently attracts an average of 28 students, and it consists of a Spanish course for Health Practitioners and a Clinical Observation course that has both an academic seminar as well as clinical observations with rotations in areas such as pediatrics, obstetrics, and gynecology, emergency medicine, public health, and geriatrics. The Center started to offer the Clinical Observation Seminar to semester students in 2008. Because the existing program at the Center quickly began to attract a large percentage of students with health-related majors, IES Abroad initiated an English language Health Studies January-term program in 2012 and a stand-alone Health Studies semester program in 2017.

In 2015 we launched two additional programs at the Center: the Emerging Economies (EE) program, which allows students to compare business and development through English-taught courses at two different Centers—Buenos Aires and Santiago—during a standard semester; and the Summer Internship program, offering students placements in a wide variety of fields, including government, business, and NGOs. The EE program averages around 18 students per semester, whereas the Summer Internship program receives an average of 20-22 students.

Although the number of students in each program may go up or down from term to term, the Center has sustained moderate growth in recent years. During 2017-18, the Center received 82 semester-length students and 51 students during summer 2018. In comparison, in 2016-17, 71 students studied...
at the Center during the two semesters and 41 students during the summer 2017 term. In addition to the regular programs, the Center averages two to three Customized Programs per year. With that being said, a critical management issue for the Center is what we label the “summer surge.” Since the Center is on a Southern Hemisphere academic calendar, the summer programs overlap with both the spring and fall term programs, increasing demand for housing, space, and other resources during those months. Several of the committee’s recommendations take these concerns into account.

Homestays have always been evaluated very strongly by the students. The homestays give the students a wonderful and effective opportunity to practice their Spanish as well as learn more about the culture. Students are often invited to attend social events with homestay families, including national holidays and commemorated events. In 2016, the IES Santiago Center began to offer a residence hall option for students seeking a more independent experience, although so far it has not been a popular choice. As outlined below, the committee found the housing options robust and well-structured, but several recommendations provide suggestions on how to integrate homestays more into student development.

This Program Assessment was the second one for the IES Santiago Center and the first since 2008. End-of-program student evaluations are generally positive, but specific programs during a pair of recent terms received poor results. The committee reviewed program evaluations closely and propose a number of recommendations that address areas of concern from previous academic terms. Among the more common student concerns that the committee identified through evaluations were questions regarding academic rigor, support, and resources for students from diverse backgrounds, and disciplinary hearings procedures. In many cases, the committee found that current semester students did not hold the same concerns, but some recommendations address possible strategies to improve specific areas of student satisfaction.

Students in the past also have highlighted their impression of an “IES bubble” surrounding their experience abroad. The Committee considered recommendations that emphasize the quality of community engagement through course-related excursions, Center-sponsored activities, internships, and the opportunities for cultural learning. Finally, the Center stands at a critical juncture after the addition of multiple new programs. The committee was asked to look closely at the quality of IES Abroad courses, IES Abroad curricular focus, and how the Center supports these distinct academic profiles.

**Note about diversity**
The committee makes several recommendations regarding the need for more resources and training surrounding diversity. When diversity is mentioned in the following report, the committee considered diversity to include (but not be limited to) race and ethnicity, class relations, socioeconomic status, indigeneity and immigration status, LGBTQ+ communities, and gender and sexual orientation.
COMMITTEE OBSERVATIONS AND RECOMMENDATIONS BASED ON IES ABROAD MAP STANDARDS FOR CENTERS

I. STUDENT LEARNING ENVIRONMENT

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   2. IES Abroad information begins to prepare students for the challenge of crossing cultures.
   3. IES Abroad information articulates program goals for student learning and development in the local setting.

Committee Observations
The committee received the Student Handbook, Family Guide, and the Pre-Departure Guides in advance and found all information provided to students and families to be accurate and comprehensive. Students reported feeling generally well prepared from the information they received pre-departure.

Committee Recommendations
Due to the increasingly diverse student population enrolling in the IES Santiago programs, particularly the Emerging Economics program, the committee recommends that IES provide information about resources available through Diversity Abroad within the pre-departure materials.
For the Health Studies program, the committee recommends that the Center enhance greatly the information provided about all three current tracks. IES Abroad should use engaging methods to provide this information, including video testimonies from previous students so that students are better informed before indicating program track choice.
For service learning and internship opportunities, the committee recommends that the pre-departure information be updated with more detailed descriptions of the internship placement sites, links to their websites if available, and the Center should ensure this information remains current.

B. On-site Cultural and Academic Orientation
   1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
   2. The IES Abroad Center orientation introduces students to the local culture and local laws.
   3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
   4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORETM, Comprehensive Orientation and Re-entry.
   5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
   6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

Observations
Over a period of nearly two weeks, students are provided with a comprehensive orientation that includes a wide range of topics. They also take Spanish classes and participate in field trips throughout Santiago. While students said they appreciated the practical information about Chilean slang, how to use public transportation and navigate the city of Santiago, addressing immediate issues with homestays, and understanding the IES staff resources available to them, they also viewed some
information as irrelevant for the first week and would have benefited from more practical information as well as more free time during orientation. They preferred that orientation be less intensive and instead staged out over several weeks so they could better absorb relevant information, as they needed it.

Many students reported a lack of information during orientation about diversity in Chile as well as resources on sexual health, sexual harassment/assault, and gender norms and expectations. On U.S. college campuses, students are accustomed to having these conversations and being provided with relevant information and resources, so they expect this to continue while abroad.

**Recommendations**
The committee highly recommends a complete restructuring of orientation sessions surrounding diversity. These sessions should incorporate the training from the IES Diversity training occurring in 2019.
The committee recommends that orientation sessions be enhanced and/or added so that orientation shows greater sensitivity to U.S. student backgrounds and experiences related to diversity. These sessions should address the local context and definitions related to diversity issues and the diverse communities found in Chile.
The committee recommends that the Center engage local experts to present upon and lead discussions with students on diversity issues. The staff at EPES could either provide expertise or recommend additional resources and partners.
The committee highly recommends a complete restructuring of orientation sessions surrounding sexual behavior and sexual assault.
The committee recommends the staff enhance sessions on sexual behavior and norms, such as access to contraception, cultural attitudes, LGBTQ resources, etc.
The committee recommends that the staff develop/enhance sessions on sexual harassment and assault, including a sensitive discussion of local cultural norms, and resources available for student support.
The committee recommends that students be given information on how to make medical appointments on their own, if they so desire, and a list of providers for them to work with. Students should feel comfortable in being able to seek medical care without necessarily disclosing personal information to staff.
The committee highly recommends that the IES Santiago staff redesign sessions to make sure the most essential sessions are delivered early during orientation. Additional sessions should be delivered at a digestible pace, including a mix of free time and entertaining activities. There may be certain sessions that should be scheduled after the official orientation dates when the topics seem more relevant and understandable. The Center should consider the repetition of certain topics, such as homestay customs, cultural immersions opportunities, etc., after several weeks, but with more depth and time for discussion.
Certain sessions, such as those on earthquakes and natural disasters, should focus more on practical concerns regarding what to do, how to respond, and how to stay safe, with less focus on the history and magnitude of past events.
The committee recommends that the IES Santiago Center share with both faculty and homestays key topics and policies covered during program orientation and throughout each term. Through such inclusive practices, faculty, homestays, and other members of the IES Abroad community may become better-informed partners in providing support to students and also in providing consistency in messaging.
The committee recommends that the IES Center enhances the PUC orientation by providing campus tours, including an overview of practical resources, and additional information about the university class experiences.

For the Emerging Economies program, the committee recommends that the Center incorporate another day into the Emerging Economies orientation program. This extra day will allow more time to discuss Santiago-specific information on transportation and other practical matters, cultural differences related to both the U.S. and Argentina, and homestay best practices. The Center should include students from the HS and PSJL programs in addition to the Amigos Chilenos. This would not only be informative for the new students, but the joint programming would allow for positive engagement between the two groups of students.

The committee recognizes the bilateral cultural and linguistic benefits of the Amigos Chilenos program and would like the orientation to continue to include the Amigos Chilenos in excursions and presentations; however, the IES students reported difficulties in understanding what the Amigos Chilenos presented during orientation, and with the lack of effective icebreakers combined with language challenges, the two groups do not tend to bond well at the beginning of the term. The committee recommends that the presentation conducted by the Amigos Chilenos be conducted in English to the extent possible so that the newly arrived IES students can better understand the benefits of engaging with the Amigos Chilenos.

The committee recommends that the center utilize more effective icebreakers to assist with the bonding of the Amigos Chilenos and the IES students.

C. Instructional Quality

1. Faculty are committed to student-centered pedagogy.
2. Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.
3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.
4. Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.
5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (Moodle).
6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

Observations

The members of the committee visited several class sessions and had the opportunity to extensively observe a multimodal teaching/learning approach in practice in different settings. Those observations included eleven different class meetings. Members also attended classes taught in Spanish and English as well as courses represented across the curriculum of the various programs and tracks offered.

Overall, the review committee found strong evidence of active, student-centered pedagogy in all of the Santiago center courses. Courses had an excellent balance between necessary lecture and important student discussion. IES faculty provided clear framing questions and intellectual orientations for class sessions. They created productive spaces for student discussion; committee members were impressed with the high degree of student participation in class discussion which clearly demonstrated their enthusiasm for and engagement with course materials. In-class assignments were appropriately timed and supported to maximize student learning. Major assignments that the committee reviewed had clear objectives and were rigorous.
The variety of tasks and learning situations invited the students to explore multiple meanings by developing solid cultural competence. Themes and tasks had a clear rationale to proceed in individual or team fashions. Faculty at IES showed to be part of a bridging space connecting the center as well as the students to the larger community of the city, and the socio-cultural aspects involved in this process. As facilitators, the professors from IES develop inviting pedagogies through their up-to-date knowledge of their own professional fields.

No Recommendations

D. Curricular Design
1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
2. Academic programs are designed to encourage independent learning.
3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

Observations
The members of the review committee found the curriculum to be firmly geared toward rigorous undergraduate education in the social sciences, humanities, and to some degree, the sciences. IES Santiago offers a wide range of possibilities for undergraduate courses at the Center in conjunction with direct enroll opportunities at the Universidad de Chile or Universidad Católica. Taken together, these multiple pathways in the curriculum allow students to engage with local realities in a global frame for personal and intellectual reflection. Learning in the classroom provides a strong foundation that faculty build upon to encourage work beyond the classroom. The curriculum is shaped following theoretical and pragmatic criteria that would allow students to understand the social, economic, linguistic and cultural factors that will have an impact in the communities they’ll be part of during their stay in Chile.

Recommendations
The Emerging Economies program is very strong and experiencing measurable growth. The committee recognizes that such growth brings both benefits and challenges. In consultation with the Program Dean, both the Buenos Aires and Santiago Centers should take steps to manage such growth and maintain the quality of the current experience. The committee recommends such considerations as: The creation of a calendar that splits the program into smaller groups for field trips and course-related excursions, particularly with the Peru field trip.
If student numbers merit, consider having one cohort begin in Chile, and the second in Buenos Aires, with each cohort changing to the other location at the midway point.
Highly encourage students to take a Spanish language course and become involved in immersive activities offered at the Centers.
Utilize students from the HS and PSJL Programs as orientation leaders or panel participants to help integrate the EE students and ensure deeper interactions among all programs. Because of the Southern Hemisphere academic calendar, some students on the HS and PSJL programs choose not to take university classes so they may meet other obligations during the U.S. summer. Other students opt out of university course options because of their perceived low level of language proficiency. These students noted that they felt they would have benefited from additional IES Abroad course options to meet the required 15-credit load.

The committee recommends that the Center develop one or more new courses to add to the rotation. Both faculty and students expressed a desire for more options in the area of contemporary political science.

The committee recommends that the Santiago Center explore multiple credit options for the clinical observation seminar and tracks. Three and six-credit options would allow students to tailor their varied levels of interest and time commitment and for some, consider research options in areas such as community health. This model of variable credit already exists for the IES Abroad full-time internship program.

The Santiago Center and PUC should partner on a culminating symposium and/or a student publication in Spanish or English. The Buenos Aires Center has held a symposium and published a journal for several years, a model that could be easily adopted at the Santiago Center.

E. Language Development Opportunities

1. Course content, textbooks, materials, and goals for student learning correspond to the IES Abroad language development standards.
2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

Observations

One of the strongest aspects of the Language Program at IES Santiago is the immersion in the local variety of Chilean Spanish. Professors introduce the students not only to different registers of Chilean Spanish, but they also teach students to navigate different settings where these shades of the language emerge. The cultural activities relate well to the language classes and help learners shape a solid cultural competence while abroad. The interactions with Chilean host families complement the formal Spanish courses, providing a holistic language learning experience for students. In addition, the progressive participation of heritage speakers of Spanish within the programs in Santiago has incorporated a new feature to the student population. The heritage speakers process their interaction with the local culture with different tools since they contrast their previous knowledge of specificities of the Spanish-speaking world in contact with English in the United States, and re-evaluate their own identities in a uniquely Spanish setting.

Recommendations
The committee recommends an enhancement of advanced language classes, which would include less basic grammar, more advanced technical vocabulary development, more topical discussions for development of abstract and complex speaking skills, and more visits to relevant local businesses for the EE students.

F. Internships, Field Placements, and Community-Based Learning
   1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
   2. Placement sites share Center goals for student learning and development.
   3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.
   4. An academic component supports the practicum and follows IES Abroad guidelines.
   5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

Observations
The committee had numerous opportunities during the week to observe internship and service learning placement sites, to speak with the coordinator and faculty, and to discuss with participating students their impressions. Students were able to articulate clearly their experiences, responsibilities, and learning outcomes, and they expressed overall satisfaction with the level of support they receive from IES Abroad. The recommendations below on coordination and clarity will help tweak a strong internship program and are not indicative of any measurable flaws found by the committee.

The committee’s conversations with partners such as EPES and the internships staff was especially enlightening. IES Abroad’s partners are very committed to offering learning opportunities through the placement experience, and they have a basic familiarity with IES Abroad’s mission and philosophy. However, there are opportunities for a more cohesive structure and greater communication with placement sites. The program could benefit from additional placement site training and more defined protocols outlining student and placement site expectations.

The final set of recommendations relate to expanding student options through internships. The committee received similar feedback related to the experimental clinical observations that are discussed in I.D.3. above. Some students expressed interest in a more intensive internship experience. Moreover, multiple placement sites also expressed a desire to have students onsite for more hours. They noted that the training and supervision involved merits more dedicated students, and they believe students with more time can take on higher-level tasks. IES Abroad already has a model for variable-credit internships (3- and 6-credit) for summer programs. This model could be implemented during the semester options as well, benefiting students with different levels of commitment and interests.

Recommendations
The part-time semester internship class is a well-structured seminar with aspects for cultural reflection. The committee recommends using the semester seminar as a model as IES Abroad considers revamping the summer internship.

The committee recommends that the Center develop a six-credit internship or service learning option for students interested in additional research and/or placement experience.

Students currently doing internships and service learning are happy overall. However, they noted that there is a lack of clarity on what to expect. The committee recommends that the center internship
coordinators create a descriptive portfolio of placement sites, including student testimonials, to better help students match.

IES Abroad should update their lists of past placements to make sure that only currently active options are listed in any IES materials. This list should be reviewed and updated before each term.

IES Abroad should clarify to students the matching process and the options they have during each stage of the placement and fit determination process.

The committee recommends that the Center staff work more closely with internship placement sites to ensure expectations are clear, that placement sites understand the mission and goals of an internship experience, and that communication remains clear throughout the term. Placement sites should find opportunities to discuss their mission and ensure work contributes to the overall outcomes of the organization.

The committee recommends that the Center consider placements that offer opportunities for students to nurture their analytical skills and gain a better understanding of the socio-political goals, objectives, and mission of their placement sites, particularly those with a service-orientated function. The seminar should involve class projects that allow students to better articulate lessons learned through those experiences.

Students noted the confusion between service learning and internship experience, which is an organization-wide issue. The committee recommends that IES Abroad explore ways to better define each experience and develop shared learning content as appropriate.

The committee highly recommends that the summer internship program vets the placement sites to make sure they understand the typical U.S. student profile and that they understand the expectations that U.S. students have for this experience. There should be regular check-ins with the onsite placement supervisor and IES Abroad staff. These should occur in person periodically.

The committee suggests that the Center make students aware of volunteer activities or possibilities of volunteer opportunities through local universities.

The committee noted that the Center currently uses the EPES organization for the clinical observation track only. As a socially committed NGO, the organization may also provide opportunities for students interested in social issues, such as women’s, gender, and sexuality studies. The organization expressed interest in working with IES Abroad in broader ways. As such, the committee recommends opening up service and internship opportunities with the organization to students on the PSJL Program.

G. Field Study and Trips

1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES Abroad’s standards of safety and risk management.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

Observations

The committee found that the field study and associated trips were an essential component of the academic experience and enhanced the culturally immersive objectives of the program. Through a review of course materials, interviews with students, and discussions with faculty, the committee noted that all courses are meeting the IES expectation that three field study trips are included in each course.

During our program review, the committee participated in two field study experiences: one to La Moneda Palace (National Presidential Palace of Chile) with the semester students and one to a Ruka Mapuche (Mapuche Indigenous People Community House) with the recently arrived students from the
Emerging Economies Program. All students we spoke with reported a high degree of satisfaction with the field study trips. The committee observed these trips to be very high caliber and well integrated into the pedagogy of the classes. Students were clearly engaged throughout the experience.

Recommendations
The committee recommends that the Center plan field trip and field structure schedules to take advantage of impromptu educational opportunities as time permits, especially en route to activities, while waiting in line, etc.

H. Engagement in IES Abroad-Sponsored Cultural and Social Activities
1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE™, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.

Observations
The committee observed numerous examples of organized activities that benefit student integration and cultural immersion. The “Amigos Chilenos” local students often plan and facilitate these activities. Moreover, the Center’s CORE activities are robust and meet IES Abroad requirements. Some of the recommendations in Sections I and J below are also relevant here.

Recommendations below

I. Involvement in Other Academic, Political, Economic and Cultural Institutions
1. The IES Abroad Center offers guidance to students on local opportunities.
2. Representatives of local institutions are members of the faculty.
3. Requirements for minimal student participation are a part of the course work.

Observations
Students noted that they participated in a minimal number of outside activities, although the center did provide periodic information and organized outings through the Amigos Chilenos Program.

Recommendations
The committee recommends that the Center prepare a weekly email or other electronic notification of weekly center activities AND community activities. This email should include hyperlinks to the suggested activities.

For students who do not choose to take a university class, the committee recommends that they be given instructions on how they can attend or audit a class session to experience the Chilean university system even if they are unable to take a formal class.

J. Re-entry into Home Culture and Home Institution
1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to their home campus.
2. Students are able to identify academic, career, and personal skills gained in studying abroad through CORE™ re-entry programming.
3. The IES Abroad Center informs students about opportunities to return to the host country, post-graduation.
Observations
As part of the IES CORE™ curriculum, the IES Santiago Center meets with students before their return home to help them reflect on their experience and how it has impacted them personally, academically, and professionally. They process how they have changed and discuss what strengths and skills they have developed. The Center also helps them prepare for their return home, providing advice on how to adapt to life after the study abroad experience.

Students are provided with the CORE™ Addendum, which includes a plethora of readings, reflections, exercises, and other activities students can use to help them in their re-entry process.

No Recommendations

II. STUDENT LEARNING; ASSESSMENT AND INTERCULTURAL DEVELOPMENT
A. Intellectual Development
   1. Students demonstrate that they have met learning outcomes in IES courses.
   2. Students develop their skills in critical thinking through reflection and research.
   3. Students develop different learning strategies necessary to integrate into the academic culture at local universities.
   4. Students develop their ability to understand and critique a variety of perspectives.

Observations
The committee noted how IES Santiago course components and learning outcomes naturally interact with each other. Because the Santiago Center is small and the faculty interact with each other regularly, there are ample opportunities for faculty to engage students in cross-disciplinary projects and research topics. The complexities of Chilean social movements would be one example of current events that could easily be an approach from different sides. Also, this holistic approach would better facilitate student access to select cultural activities that are not formally part of any course and would enhance critical thinking.

Also, the local faculty members who served on the committee hosted multiple meetings with students to solicit student ideas regarding gaps in the curriculum. Students in particular noted a lack of focus on current events and contemporary politics. They also singled out Chilean music (as a reflection of culture) Popular Manifestations of Culture, Literature, Social Movements, the organization of the State and some others which could also provide insights that would help deepen a more integrated immersion in the culture while here.

The committee discussed on multiple occasions the importance of sophisticated approaches to cultural studies. Deeper and more integrated immersion means that students understand their immersion is very superficial and “artificial” if they are not pushed to engage in some projects where they have an active role.

Recommendations
The committee recommends that faculty enhance field trip materials to include a greater focus on the cultural components and historical components. Careful attention should be given to allow students to compare/contrast their field observations with other experiences. These components should factor in more explicitly to course assessments.
The committee recommends the faculty use the existing available resources outside of the classroom at the IES Center in order to deepen the knowledge about Chilean culture and what it implies to live in Chile (Cine Club, cooking classes at IES for instance) linking with the class content, and create new ones, including incorporating host family experiences when possible.

The committee recommends that the IES Santiago academics staff encourage students to take at least one partner university course and participate in an internship/service learning. The committee recognizes that an individual student may present a compelling reason not to do so, so it is not recommending this as a requirement at this time. Still, it is a bit difficult to have an integrated experience living abroad without the opportunity to interact with local people and regular integrative situations.

The committee recommends that Center faculty and staff focus more on important national days and events, incorporating them into the curriculum as well as general Center activities. These days may include: National Day of the Woman, key National holidays such as May 21th, May 1th, and religious festivities (from a cultural perspective).

The committee noted that many students regretted not taking a Spanish language course, and students with weaker language skills struggled to integrate. The committee recommends that students in the Emerging Economies program be highly encouraged to enroll in a full-semester Spanish course. A short survival course in Spanish during orientation should also be mandatory.

These recommendations could also support letter C.

B. Development of Language and Communication Skills
   1. Language instruction follows the guidelines of the IES Abroad MAP for Language and Intercultural Communication.
   2. Students are engaged in setting goals for their language learning.
   3. IES Abroad sponsors appropriate tests of students’ language skills to document their achievement.
   4. IES Abroad language faculty prepare students at highest language levels for appropriate in-country exams that demonstrate mastery.

Observations
Students at IES Santiago shape their language production progressively through different modalities. Throughout the various levels of Spanish instruction, students take responsibility of their own learning by delivering class projects involving group or pair activities, conceptualizing on their own, as well as writing formal assessments.

Recommendations
Please see recommendation I.E.1. regarding an enhanced advanced Spanish course for the Emerging Economies students.

C. Cognitive Growth
   1. Structured opportunities for students to analyze and reflect on their experiences contribute to their awareness of cultural difference.
   2. Academic studies, support services, and integrative activities contribute to students’ communication skills across cultures.
   3. Assessment of students’ cultural learning is used to enhance the curriculum and co-curriculum.

Observations
The committee relied on the local faculty members to address this area since they have the opportunity to observe cognitive student growth over the course of entire semesters. As noted previously in II.A., faculty can provide more opportunities for cultural reflection and comparison both in and out of the classroom. In particular, students should be trained to link course content with similar ideas/observations, etc., found in the U.S., other Latin American countries, and different international contexts when relevant. This approach will lead to an in-depth and sustainable knowledge being gained by students in IES Abroad courses.

**Recommendations**
The committee recommends that professors create a favorable environment to support a good learning process. Some practical activities should include a more focused use of popular videos, news, articles, documentaries, etc.
The committee recommends that students be encouraged to give feedback and reflection in most class sessions regarding their daily experiences, including any difficulties they may be experiencing.

**D. Interpersonal Growth**
1. On-site orientation and integrative activities are designed to assist students in adapting to the culture of the host country and in becoming more comfortable in interacting with persons of different cultural backgrounds.
2. Integrative activities are designed to assist students in acquiring general adaptive skills that prepare them to live in a different culture.
3. Students are offered opportunities to explore their leadership potential in the IES Abroad community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

**Observations**
While students are introduced to Chilean culture and to language partners via Amigos Chilenos and TANDEM upon arrival in orientation and are invited to participate and engage with the culture through a variety of ways, there should be a more formal structure of ongoing reflection and discussion throughout the semester to help students process their daily experiences and observations. Regular sessions and workshops designed to help students decode culture and cultural practices and improve intercultural communication skills would enhance students’ interpersonal growth.

**Recommendations**
The committee recommends that the Center schedule at least three workshops with students at regular intervals throughout the semester where students can more deeply reflect and process their cultural experiences and intercultural development.
The committee recommends that the final program evaluation obtain feedback from students on these workshops to ascertain effectiveness for future programming.
The committee recommends that the center place more emphasis on the engagement opportunities with the Amigos Chilenos and also incorporate the Amigos Chilenos in some of the IES activities (holiday celebrations, movie nights, etc.)

**E. Intrapersonal Growth**
1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

Recommendations
As mentioned in II.A., students should be given the opportunity to develop a personal research/community project that would push them to commit to their own learning process. Presented with the options to make decisions, they are also given responsibility to fulfill the projects and activities they agree to do.

Classes, activities, and projects should also have better components that could help students reflect on their values and beliefs and how they are seen in this new cultural context. The committee leaves it up to each faculty member to determine the best activities and assessment types relevant to their discipline. The Center should consider hosting a faculty workshop to help professors brainstorm ideas for this and other report recommendations.

III. RESOURCES FOR ACADEMIC AND STUDENT SUPPORT
A. Faculty Qualifications
1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
2. The scholarly achievements of academic faculty meet local university or equivalent standards.
3. Academic faculty generally are currently engaged in scholarship.
4. Faculty are selected to teach IES Abroad courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES Abroad goals and standards.
5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
6. Faculty are sensitive to gender and cultural differences among students.
7. New faculty participate in an IES Abroad Orientation and existing faculty participate in IES Abroad training on teaching strategies, innovations, and program learning goals.
8. Professionals who teach a practicum have relevant experience in their field of expertise.
9. Faculty are evaluated by student surveys for each course they teach and Center Director or Academic Director reviews evaluations.

Observations
The committee reviewed faculty curriculum vitae, observed classes, and interviewed faculty during the course of the site visit to IES. The committee observed a high degree of teaching competence among all of the course instructors at IES. We also learned that it is normative in Chilean undergraduate education for the collegiate instructors to have a Master’s degree as the highest academic qualification. In this way, IES teaching faculty credentials are in line with host country practices. In addition to MA/MS/MBA credentials, most of the IES faculty have professional appointments along with their teaching assignments in a variety of sectors including the Chilean academy, governmental agencies, and/or business. These additional professional appointments of the instructors enhance their teaching perspectives and are of value to our students. It is an additional boon for the IES programs in Santiago that many of the teaching faculty have had their own study and work abroad experiences as students or as faculty; they identify with and understand cross-cultural processes and experiences of living and learning abroad.
B. Administrative Staff Qualifications

1. The IES Abroad Center Director and staff are collaborative and mutually reinforcing in meeting student needs.
2. Center Director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
3. Center Director and staff are committed to study abroad and the development of intercultural knowledge and skills.
4. Center Director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
5. Center Director and staff members participate in annual performance evaluations.
6. Center Director has appropriate administrative experience and appropriate academic experience.
7. Center Director represents the IES Abroad mission and student interests creditably at local universities.
8. Center Director is proficient in the English language and the language of the host country.
9. Center Director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
11. Center Director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

Observations

The IES Santiago Center administrative staff are a committed, hard-working team. They are competent and accommodating and genuinely invested in the students’ experience and general welfare, and the students’ were extremely positive about their experiences with the staff.

As the summer internship program continues to grow as does the Emerging Economics program, the committee noted that there is a need for additional staff in the Center at certain times. Three staff members are full time, including the Director, Assistant Director, and Student Affairs Coordinator, but two others are only half time. The current staff are overextended during the summer and in the period when the Emerging Economics students are in Santiago.

The Center staff noted the need for more training on student mental health issues, and they requested more information on understanding the wide variety of student profiles that come from various sending institutions.

Recommendations

The committee highly recommends that the Center consider a part-time internship coordinator in addition to the faculty member during the summer months of the full-time internship program. This person can help secure strong placements and monitor student progress on a regular basis throughout the student experience.

If the demand is appropriate for IES standards, the committee recommends that the Center consider a temporary assistant for the Academics Coordinator during the busiest times of the year.
The committee encourages the Center to consider representation from individuals from a variety of
diverse backgrounds when making future staff and faculty hires in order to better reflect the variety of
student profiles.
The committee encourages the Center to consider making cyclical staff more permanent as part of
future discussions in light of the Emerging Economies growth.
The committee recommends mental health training for the Center staff.
The committee recommends institutional familiarization training for the Center staff so that staff better
understand typical student profiles from each of the various sending institutions.

C. Academic Advising
   1. The IES Abroad Center advisors have the necessary training to assist students with registration
      requirements.
   2. Advisors are knowledgeable about IES Abroad courses and requirements.
   3. Advisors are knowledgeable about local university rules and requirements and the local
      academic culture to assist students.
   4. Advisors follow the IES Abroad Academic Policy Guidelines.
   5. Advisors are readily available to students.

Observations
The Center’s Assistant Director and Academic Coordinator, Angela Schaaf, provides academic advising to
all students. While the committee was not able to meet with Angela, students noted that they were
very happy with her knowledge and with the information they were given during course selection and
registration. They typically meet with her multiple times. She also collects information from former
students regarding their experience in courses so that they can recommend or not recommend specific
courses future students may want to enroll in. Approximately half of the students enroll in courses at
the local universities.

Recommendations
   1. The committee highly recommends that academic advising sessions during orientation stress
      the importance of letter grades and transcripts for graduate and professional degree programs
      admissions, job placement with certain employers, including the federal government. Students
      have the misconception that the transfer policies (pass/fail transfer only, for example) of their
      home universities may not have any future implications.

D. IES Abroad Center Facilities
   1. A private office is available to the IES Abroad Center Director and staff for consultation and
      advising students.
   2. Faculty have access to a private room for advising students.
   3. Students have a place where they can gather and meet informally.
   4. Classrooms are adequate for IES Abroad courses.
   5. The IES Abroad Center is well located for student access to the local culture.
   6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities,
      equipment, and grounds.
   7. Reasonable accommodation is attempted to meet the needs of students with learning and
      physical disabilities.
   8. IES Abroad Center facilities are operated according to environmentally responsible and
      sustainable practices.
**Observations**
The IES Abroad Center is located in an older home in the upscale neighborhood of Providencia. The space includes four classrooms, a conference room, multiple social and study spaces for students, a large kitchen area, a faculty workroom, staff offices, and a large and cheery outdoor courtyard. The Center maintains the areas well, although the quirkiness of the older home means there are some tight corridors and wasted space. The social areas can become crowded when multiple programs are onsite, but student comments to the committee and evaluations demonstrate that the Center space is well liked. Students also appreciate its central location and its proximity to public transportation, local businesses, and eateries.

The Center had recently made improvements to the space through the IES Abroad Deferred Maintenance Program, and they have plans to make regular improvements to classrooms, technology, and facilities. The Center does have a private space to accommodate students with learning disabilities. However, the Center space is not ideal for some students with physical disabilities. For example, the Center would need to provide a ramp for students who use wheelchairs to enter the front few steps into the building. Because of stairs and tight hallways, some students with physical disabilities would only have access to two classrooms and facilities in front of the building.

The Center has recently initiated a green initiative and a robust recycling program. Both student and staff heralded its success and noted that most actively participated.

**Recommendations**

1. The committee recommends that IES Abroad advisors and student affairs staff work early with students with physical disabilities interested in Santiago Center programs to see if adjustments can be made to meet their needs or if other locations could better accommodate both their needs and academic interests.

**E. Access to Local Educational and Cultural Institutions**

1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
4. Center provides information regarding cultural opportunities.

**Observations**

Students have access to all university facilities, clubs, and activities, and students do utilize facilities. The Universidad Católica offers an “intercambio”, or language exchange, program called TANDEM. The objective of TANDEM is language practice and conversation as well as cultural integration between Chilean and foreign students within the UC community. IES Santiago students do engage in the TANDEM program, and they noted that while they did find it beneficial, it was increasingly difficult to meet up consistently, primarily due to scheduling issues, particularly on weekends since many of the IES students travel.

Other notes and recommendations regarding cultural opportunities are above in section I.I.

**No Recommendations**
F. **Research and Learning Resources**
   1. Resource Center contains up-to-date references.
   2. Students have access to one or more libraries at local universities and relevant research centers.
   3. Students have access to specific collections including online and digital resources, and audio and video materials to complete class assignments.
   4. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
   5. Resource Center hours are convenient for students, within the bounds of building security.
   6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
   7. Learning resources are made available to students according to best practices in sustainability.

**Observations**
All students in a semester program are registered as students at PUC. This gives all students access to research libraries and online resources. Summer Health Studies students have the same access. In addition, IES Abroad provides students access to the online journal database EBSCO. The Center maintains a small but sufficient library, and faculty noted that the Center acquires anything they need for their classes.

The Center provides students with reliable internet access at the Center, and all homestays have internet access as well, although the bandwidth may be slow. There are both study and social areas for students at the Center. Some students noted that Center and local library hours are not as comprehensive as those found on U.S. campuses, but they do feel comfortable studying at home or in other locations at odd hours.

**No Recommendations**

G. **Housing and Home Stays**
   1. Public transportation is readily available near the housing unit.
   2. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
   3. Housing is well located for student access to local culture.
   4. Housing provides students with sleep and study space.
   5. IES Abroad staff are trained to manage conflicts between a student and roommate or student residence manager that may arise.
   6. IES Abroad staff educate students on energy conservation methods in their housing unit.

**Observations**
Overall, students highly valued and enjoyed their homestay experiences, and very few voiced any issues. Through many student interviews, the committee did observe inconsistencies in student engagement with the host families, including several students reporting they never share meals with their families and have little interaction, and it became clear that IES Chicago and IES Santiago should update materials and pieces of training so that expectations are clearly conveyed both to the families and to the students.

**Recommendations**
1. The committee highly recommends that the Center communicate host family expectations, especially as they relate to student engagement, as part of the homestay selection and training process, confirming that families can meet IES expectations before student placement. A family’s ability and bandwidth to engage with students on a regular basis over meals, activities, etc. should be a top priority during the homestay selection process. The committee recommends that the Center regularly reviews with all homestays dietary expectations to ensure students are receiving a variety of healthy and well-balanced food options. The Center/homestays should make clear to students how they may prepare meals and store food for meals not covered as part of the meal plan.

2. The committee highly recommends that the Center student affairs coordinator schedule individual check-ins with students to discuss housing and assimilation adjustments. These meetings should be scheduled within a few weeks of each program start, and the coordinator should engage students around specific questions that may clearly solicit any issues students may have. These questions should also ask students if there have been any changes from what IES Abroad currently has documented about the family (family members, pets, smoking, etc.)
   a. The student affairs staff should share periodically with host families the explicit expectations placed on them and a description of the follow-up sessions that the student affairs coordinator will hold with students.
   b. Additional training sessions with host families should occur. These sessions should not focus on faculty information, but training on working with U.S. students, IES Abroad protocols, cultural differences, etc.
   c. Either during these check-ins or during a group session after orientation, the staff should review with students typical customs of Chilean families and how those may/may not meet students’ previous expectations.

3. The committee recommends that IES Abroad review its housing form and consider additional questions that reflect better the dynamics of homestay life in Santiago, such as commuting distance, typical family dynamics, etc.

4. The committee recommends that the Center review carefully the locations of all current and future homestays. Although the homestays are all located within an acceptable 30-40 minute radius of the Center via public transportation, some host families are more than an hour away from partner university campuses. If students indicate high interest in taking university classes, campus locations should also be considered as part of the placement process.

5. Diversity and inclusion. The committee welcomes the upcoming diversity training and recommends that special care should be used in the design of sessions geared to homestay families. Better understanding and sensitivity to students from diverse backgrounds, the use of language, cultural norms, etc. are all excellent topics.
The IES Abroad Santiago Center opened in the fall of 2002 with 16 students, expanding IES Abroad’s presence in Latin America. Chile was and continues to be a stable country in which to operate in South America and its capital, Santiago, is an exciting center of Chile’s history, arts, finance, and education, with excellent universities strongly committed to internationalization.

The original program’s academic structure centered upon Spanish language and the twin themes of tradition and development in Chile and Latin America. A direct descendant of that program remains popular today and is called the Santiago Politics, Social Justice, and Language program. It is a standard IES Abroad hybrid program in that our students take courses through IES Abroad as well as our two partner universities – Universidad de Chile (La Chile) and Pontificia Universidad Católica de Chile (La Católica). Students are required to have a minimum of four semesters of Spanish or the equivalent to attend this program. All students enroll in a four-credit Spanish language course as well as other IES Abroad area studies courses, and they have the option of taking classes at one of the two partner universities. The program offers courses in anthropology, art history, economics, international relations, literature, political science, and internship/service learning. Students can choose from a vast number of disciplines at our partner universities.

In recognition of the growing demand for international programs for students in health-related fields, IES Abroad in 2007 began to offer a summer Health Studies program. The summer program currently attracts an average of 28 students, and it consists of a Spanish course for Health Practitioners and a Clinical Observation course that has both an academic seminar as well as clinical observations with rotations in areas such as pediatrics, obstetrics, and gynecology, emergency medicine, public health, and geriatrics. The Center started to offer the Clinical Observation Seminar to semester students in 2008. Because the existing program at the Center quickly began to attract a large percentage of students with health-related majors, IES Abroad initiated an English language Health Studies January-term program in 2012 and a stand-alone Health Studies semester program in 2017.

In 2015 we launched two additional programs at the Center: the Emerging Economies (EE) program, which allows students to compare business and development through English-taught courses at two different Centers—Buenos Aires and Santiago—during a standard semester; and the Summer Internship program, offering students placements in a wide variety of fields, including government, business, and NGOs. The EE program averages around in 18 students per semester, whereas the Summer Internship program receives an average of 20-22 students.

Although the number of students in each program may go up or down from term to term, the Center has sustained moderate growth in recent years. During 2017-18, the Center received 82 semester-length students and 51 students during summer 2018. In comparison, in 2016-17 71 students studied at the Center during the two semesters and 41 students during the summer 2017 term. In addition to the regular programs, the Center averages two to three Customized Programs per year. With that being said, a critical management issue for the Center is what we label the “summer surge.” Since the Center is on a Southern Hemisphere academic calendar, the summer programs overlap with both the spring and fall term programs, increasing demand for housing, space, and other resources during those months.
Homestays have always been evaluated very strongly by the students. The homestays give the students a wonderful and effective opportunity to practice their Spanish as well as learn more about the culture. Students are often invited to attend social events with homestay families, including national holidays and commemorated events. In 2016, the IES Santiago Center began to offer a residence hall option for students seeking a more independent experience, although so far it has not been a popular choice. This Program Assessment will be the second one for the IES Santiago Center and the first since 2008. End-of-program student evaluations are generally positive, but specific programs during a pair of recent terms received poor results. The committee should study the program evaluations closely and consider possible recommendations that address areas of concern. Among the more common student concerns are questions regarding academic rigor, support and resources for students from diverse backgrounds, and disciplinary hearings procedures.

Students in the past also have highlighted their impression of an “IES bubble” surrounding their experience abroad. The Committee will want to consider recommendations that emphasize the quality of community engagement through course-related excursions, Center-sponsored activities, internships, and the opportunities for cultural learning. Finally, the Center stands at a critical juncture after the addition of multiple new programs. The committee will be asked to look closely at the quality of IES Abroad courses, IES Abroad curricular focus, and how the Center supports these distinct academic profiles.

The charges that follow are taken from IES Abroad’s MAP (Model Assessment Practice) for Study Abroad, both for standard and direct-enrollment programs. Guidelines highlighted in italics indicate those that may warrant additional attention.
Guidelines for Standard IES Abroad Programs

I. Student Learning Environment

A. Pre-departure Information
   1. Information presented to students includes practical information about academic program requirements, living and travel arrangements, safety and health considerations, and expectations about expenses.
   2. IES Abroad information begins to prepare students for the challenge of crossing cultures.
   3. IES Abroad information articulates program goals for student learning and development in the local setting.

B. On-site Cultural and Academic Orientation
   1. The IES Abroad Center conducts an extensive initial orientation program on policies and protocols governing academics, emergencies, health and safety, housing, independent travel, and the student code of conduct.
   2. The IES Abroad Center orientation introduces students to the local culture and local laws.
   3. Staff and guest speakers knowledgeable about the locale conduct the orientation.
   4. The IES Abroad Center introduces students to a process for reflecting on their experience abroad through CORE™, Comprehensive Orientation and Re-entry.
   5. The IES Abroad Center addresses diversity issues including gender, race, and religious practice in the host country.
   6. Under appropriate supervision, students are given immediate opportunities to explore and function in the local setting (e.g., using local transportation, eating, attending cultural events).

C. Instructional Quality
   1. Faculty are committed to student-centered pedagogy.
   2. Faculty use the location as a learning resource through experiential learning such as field study and student engagement with the community.
   3. Faculty communicate high expectations of student performance through student learning outcomes that are linked to appropriate and rigorous assignments.
   4. Faculty use pedagogically sound educational technology both inside and outside the classroom, when appropriate, to enhance student learning.
   5. Faculty integrate the classroom and study outside the classroom by effectively employing the IES Abroad learning management system (Moodle).
   6. Faculty are evaluated by student surveys for each course they teach and Center directors review evaluations.

D. Curricular Design
   1. Academic programs are designed in keeping with the character of local academic practice to promote students’ academic cultural integration.
   2. Academic programs are designed to encourage independent learning.
   3. Academic programs are designed to enhance student engagement in the intellectual, political, cultural, and social institutions of the host country.
   4. Curriculum and co-curriculum are integrated to reflect the Center’s mission and goals for student learning and development.
5. Curriculum and course content reflect the political, social, and cultural diversity of the host country.
6. The curriculum identifies research opportunities in the community.
7. Sequence of courses and learning experiences are designed for academic credit principally at the undergraduate level in the U.S., with potential application to institutions of higher education abroad and at the graduate level.
8. Courses use discipline-specific methodology at the appropriate level.

E. Language Development Opportunities
1. Course content, textbooks, materials, and goals for student learning correspond to the IES Abroad language development standards.
2. Language classes articulate goals to advance students’ oral, listening, reading, and writing skills at the appropriate level.
3. In language courses, students gain a perspective of the host country’s values, history, culture, and contemporary issues.
4. Language instruction, when appropriate, is integrated into all courses and co-curricular activities.
5. Students are provided out-of-classroom opportunities to develop oral, listening, reading, and writing skills.
6. The IES Abroad Center environment strongly encourages use of host country language through a student pledge.
7. Tutoring and/or other forms of academic assistance are available to students.

F. Internships, Field Placements, and Community-Based Learning
1. Placement sites correspond to the Center goal to build sustainable partnerships in the host community and contribute to the needs and interests of those partners.
2. Placement sites share Center goals for student learning and development.
3. Placement sites give IES students the opportunity to participate in and to critically observe a work environment in the host country.
4. An academic component supports the practicum and follows IES Abroad guidelines.
5. Internship, field placement, and community-based learning sites meet IES standards of safety and risk management.

G. Field Study and Trips
1. Field studies and field trips reinforce the IES Abroad Center’s goals for student learning and intercultural development.
2. Supervised field study and field trips are integrated into the academic program.
3. Qualified guides lead field trips.
4. Field study and field trips meet IES Abroad’s standards of safety and risk management.
5. Guided field trips help students take advantage of the region and result in more learning than if students attempt to travel on their own.

H. Engagement in IES Abroad-Sponsored Cultural and Social Activities
1. The IES Abroad Center organizes activities that facilitate student engagement in the local culture.
2. The IES Abroad Center conducts CORE™, Comprehensive Orientation and Re-entry, to guide students’ progress toward personal goals for cultural immersion and intercultural learning.
I. Involvement in Other Academic, Political, Economic and Cultural Institutions
   1. The IES Abroad Center offers guidance to students on local opportunities.
   2. Representatives of local institutions are members of the faculty.
   3. Requirements for minimal student participation are a part of the course work.

J. Re-entry into Home Culture and Home Institution
   1. The IES Abroad Center offers a reentry program to students related to the re-adjustment to
      their home campus.
   2. Students are able to identify academic, career, and personal skills gained in studying abroad
      through CORE™ re-entry programming.
   3. The IES Abroad Center informs students about opportunities to return to the host country,
      post-graduation.

II. Student Learning; Assessment and Intercultural Development

A. Intellectual Development
   1. Students demonstrate that they have met learning outcomes in IES courses.
   2. Students develop their skills in critical thinking through reflection and research.
   3. Students develop different learning strategies necessary to integrate into the academic
      culture at local universities.
   4. Students develop their ability to understand and critique a variety of perspectives.

B. Development of Language and Communication Skills
   1. Language instruction follows the guidelines of the IES Abroad MAP for Language and
      Intercultural Communication.
   2. Students are engaged in setting goals for their language learning.
   3. IES Abroad sponsors appropriate tests of students’ language skills to document their
      achievement.
   4. IES Abroad language faculty prepare students at highest language levels for appropriate in-
      country exams that demonstrate mastery.

C. Cognitive Growth
   1. Structured opportunities for students to analyze and reflect on their experiences contribute
      to their awareness of cultural difference.
   2. Academic studies, support services, and integrative activities contribute to students’
      communication skills across cultures.
   3. Assessment of students’ cultural learning is used to enhance the curriculum and co-
      curriculum.

D. Interpersonal Growth
   1. On-site orientation and integrative activities are designed to assist students in adapting to
      the culture of the host country and in becoming more comfortable in interacting with
      persons of different cultural backgrounds.
   2. Integrative activities are designed to assist students in acquiring general adaptive skills that
      prepare them to live in a different culture.
   3. Students are offered opportunities to explore their leadership potential in the IES Abroad
      community.
4. Students’ self-reports on their intercultural development are gathered in end-of-term student evaluations.

E. Intrapersonal Growth
   1. Curricular and co-curricular activities support students in taking responsibility for their own decisions.
   2. Curricular and co-curricular activities support students in gaining a better understanding of their values and beliefs.
   3. Curricular and co-curricular activities support students in developing self-awareness in a cultural context.

III. Resources for Academic and Student Support

A. Faculty Qualifications
   1. Faculty, including language instructors, have academic credibility and appropriate credentials in their host country.
   2. The scholarly achievements of academic faculty meet local university or equivalent standards.
   3. Academic faculty generally are currently engaged in scholarship.
   4. Faculty are selected to teach IES Abroad courses based on their ability to teach, their disciplinary expertise, and their commitment to the IES Abroad goals and standards.
   5. Faculty are involved in developing new courses according to the IES Abroad Center’s curriculum design for approval by the Curriculum Committee.
   6. Faculty are sensitive to gender and cultural differences among students.
   7. New faculty participate in an IES Abroad Orientation and existing faculty participate in IES Abroad training on teaching strategies, innovations, and program learning goals.
   8. Professionals who teach a practicum have relevant experience in their field of expertise.
   9. Faculty are evaluated by student surveys for each course they teach and Center Director or Academic Director reviews evaluations.

B. Administrative Staff Qualifications
   1. The IES Abroad Center Director and staff are collaborative and mutually reinforcing in meeting student needs.
   2. Center Director and staff are courteous, sensitive, and accommodating to student needs and demonstrate a commitment to student welfare.
   3. Center Director and staff are committed to study abroad and the development of intercultural knowledge and skills.
   4. Center Director and staff are interested in and able to work with undergraduates from the U.S. and are committed to IES Abroad goals and standards.
   5. Center Director and staff members participate in annual performance evaluations.
   6. Center Director has appropriate administrative experience and appropriate academic experience.
   7. Center Director represents the IES Abroad mission and student interests creditably at local universities.
   8. Center Director is proficient in the English language and the language of the host country.
   9. Center Director has an appropriate knowledge of the academic expectations of American colleges and universities and plans and administers the IES Abroad Center program in that context.
10. Persons under contract who are responsible for accounting, legal counsel, internship supervision, and/or housing arrangements are qualified to work in the local venue.
11. Center Director and staff participate in training and development sponsored by IES Abroad to assist students in their overall success in IES Abroad programs.

C. Academic Advising
   1. The IES Abroad Center advisors have the necessary training to assist students with registration requirements.
   2. Advisors are knowledgeable about IES Abroad courses and requirements.
   3. Advisors are knowledgeable about local university rules and requirements and the local academic culture to assist students.
   4. Advisors follow the IES Abroad Academic Policy Guidelines.
   5. Advisors are readily available to students.

D. IES Abroad Center Facilities
   1. A private office is available to the IES Abroad Center Director and staff for consultation and advising students.
   2. Faculty have access to a private room for advising students.
   3. Students have a place where they can gather and meet informally.
   4. Classrooms are adequate for IES Abroad courses.
   5. The IES Abroad Center is well located for student access to the local culture.
   6. Center follows a written plan for routine, preventative, and deferred maintenance of facilities, equipment, and grounds.
   7. Reasonable accommodation is attempted to meet the needs of students with learning and physical disabilities.
   8. IES Abroad Center facilities are operated according to environmentally responsible and sustainable practices.

E. Access to Local Educational and Cultural Institutions
   1. The IES Abroad Center has agreements, preferably written, with universities for registration, course enrollment, grading, and credit equivalencies.
   2. Center has agreements, preferably written, with universities for access to sponsored activities and student clubs.
   3. Center has agreements, preferably written, with universities or other agencies for access to sponsored sports activities.
   4. Center provides information regarding cultural opportunities.

F. Research and Learning Resources
   1. Resource Center contains up-to-date references.
   2. Students have access to one or more libraries at local universities and relevant research centers.
   3. Students have access to specific collections including on-line and digital resources, and audio and video materials to complete class assignments.
   4. Students are adequately informed and encouraged by IES Abroad to take advantage of research resources available to them.
   5. Resource Center hours are convenient for students, within bounds of building security.
   6. Students have access to a reliable high-speed Internet network and a comfortable and a quiet area in which to work.
7. Learning resources are made available to students according to best practices in sustainability.

G. Housing and Home Stays
   1. Public transportation is readily available near the housing unit.
   2. Housing arrangements are based on the opportunity for a high level of interaction with the host culture.
   3. Housing is well located for student access to local culture.
   4. Housing provides students with sleep and study space.
   5. IES Abroad staff are trained to manage conflicts between a student and roommate or student residence manager that may arise.
   6. IES Abroad staff educate students on energy conservations methods in their housing unit.
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<thead>
<tr>
<th>DATE</th>
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<th>ACTIVITY ALL</th>
<th>WHERE</th>
<th>OPTION 2 ACTIVITY</th>
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<td>SAT 4/6/2019</td>
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<td>SUN 4/7/2019</td>
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<td>Team arrives</td>
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<td></td>
<td>1:00 PM</td>
<td></td>
<td>Optional Committee Lunch</td>
<td>Hotel</td>
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<td></td>
<td>3:00 PM</td>
<td>5:00 PM</td>
<td>Optional City Tour</td>
<td>Meet in Hotel</td>
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<td></td>
<td>5:00 PM</td>
<td>6:00 PM</td>
<td>Lecture: Welcome to Chile: Anthony Rauld</td>
<td>Hotel</td>
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<td>6:00 PM</td>
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<td>Committee Meeting: Introduction and Expectations for the Week</td>
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<td>19:30</td>
<td>10:00 PM</td>
<td>Dinner</td>
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<tr>
<td>MON 4/8/2019</td>
<td>7:00</td>
<td></td>
<td>Breakfast</td>
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<td></td>
<td>8:35 AM</td>
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<td>Meet Lee at the Lobby, group will walk together to Center</td>
<td>Hotel</td>
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<tr>
<td></td>
<td>9:00 AM</td>
<td>9:30 AM</td>
<td>Center Facilities Tour Hosted by students</td>
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<td></td>
<td>9:30 AM</td>
<td>10:30 AM</td>
<td>Program Overview Presentation by Center Staff</td>
<td>Sala Verde</td>
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<td></td>
<td>10:30</td>
<td>11:00 AM</td>
<td>Coffee Break</td>
<td>IES</td>
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<td>12:00</td>
<td>Committee Meeting with Student Council</td>
<td>IES</td>
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<td></td>
<td>12:30</td>
<td>1:45</td>
<td>Working Lunch with Staff: Presentations on Housing, Security and Safety</td>
<td>IES</td>
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<td>4:30</td>
<td>Spanish Class Observation: Field Study La Moneda Palace Visit</td>
<td>IES- La Moneda</td>
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<td>5:00</td>
<td>6:00</td>
<td>Program Assessment Committee working meeting</td>
<td>Hotel</td>
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<td></td>
<td>7:30</td>
<td>9:00</td>
<td>Dinner with Faculty</td>
<td>Barandurian</td>
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<tr>
<td>TUES 4/9/2019</td>
<td>7:00</td>
<td></td>
<td>Breakfast</td>
<td>Hotel</td>
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<td></td>
<td>8:35 AM</td>
<td></td>
<td>Meet Lee at the Lobby, walk to IES</td>
<td>Hotel</td>
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<td></td>
<td>9:00</td>
<td>10:00</td>
<td>Staff Presentations: Orientation, CORE nd Cultural Immersion</td>
<td>IES</td>
<td>Observation of Emerging Economies Core Course (Eng)</td>
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<td></td>
<td>10:00</td>
<td>10:30</td>
<td>Meeting with Service Learning &amp; Internship Faculty</td>
<td>IES</td>
<td>Meeting with EE Core Course Faculty</td>
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<td>10:30</td>
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<td>Meeting with SL&amp;I students</td>
<td>IES</td>
<td>Observation of EE course &quot;Chile History and Culture&quot; ( taught in Eng)</td>
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<td>11:00:00</td>
<td>12:50</td>
<td>Class Observation: Service Learning and Internships</td>
<td>IES</td>
<td>Standard Program Focus Group: 4 Invitees</td>
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<td>1:00</td>
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<td>Lunch with Emerging Economies Students (3 invitees)</td>
<td>IES</td>
<td>Observation of course &quot;Transformaciones Economicas&quot;</td>
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<td>2:00</td>
<td>3:40</td>
<td>Observation of Emerging Economies Spanish Language Class</td>
<td>IES</td>
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<td>4:00</td>
<td>5:15</td>
<td>Observation of EE Sustainability &amp; Business ( course taught in English)</td>
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<td>Program Assessment Committee working meeting</td>
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<td>7:30</td>
<td>9:00</td>
<td>Dinner with Staff and Faculty</td>
<td>TBD</td>
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<td>WED 4/10/2019</td>
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<td>Breakfast</td>
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<td></td>
<td>8:45</td>
<td></td>
<td>Meet Lee and Maricarmen at the Lobby, Take Van to Pontificia Universidad Catolica</td>
<td>Hotel</td>
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<tr>
<td></td>
<td>9:30</td>
<td>10:30</td>
<td>Meeting Fernando Alvarado, Director of International Relations at PUC</td>
<td>PUC</td>
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<td>10:30</td>
<td>10:45</td>
<td>Van back to IES</td>
<td>IES</td>
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<td></td>
<td>11:00</td>
<td>12:30</td>
<td>Observation: Political and Social Role of the Arts Class (second part of class)</td>
<td>IES</td>
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<td>1:00</td>
<td>2:00</td>
<td>Lunch with SPROA (placement site) students</td>
<td>IES</td>
<td>Class Observation: EE Economic Transformation (Eng)</td>
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<td>2:00</td>
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<td>Spanish Class: Culture Workshop</td>
<td>IES</td>
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<td>4:00</td>
<td>4:15</td>
<td>Walk to Hotel</td>
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<td>4:30</td>
<td>5:30</td>
<td>Program Assessment Committee working meeting</td>
<td>HOTEL</td>
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<td>7:30</td>
<td>9:00</td>
<td>Dinner with Staff and Faculty</td>
<td>APERO</td>
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<td>THURS 11 April</td>
<td>7:00</td>
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<td>Breakfast</td>
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<td></td>
<td>8:45</td>
<td></td>
<td>Take Van to EPES (site for observations and service for health programs)</td>
<td>Depart from Hotel</td>
<td></td>
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<td></td>
<td>9:45</td>
<td>10:30</td>
<td>Staff Presentation on IES Health Program: 3 Tracks</td>
<td>EPES</td>
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<td></td>
<td>10:30</td>
<td>12:30</td>
<td>Presentation by EPES on student involvement/projects</td>
<td>EPES</td>
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<td></td>
<td>12:30</td>
<td>1:00</td>
<td>Van to PUC</td>
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<td></td>
<td>1:00</td>
<td>2:30</td>
<td>Lunch meeting with PUC Health Program staff</td>
<td>PUC San Joaquin</td>
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<td></td>
<td>2:30</td>
<td>3:00</td>
<td>Van to El Sembrador</td>
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<td></td>
<td>3:00</td>
<td>4:30</td>
<td>Visit to El Sembrador (service placement site)</td>
<td>El Sembrador</td>
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<td>5:00</td>
<td>6:00</td>
<td>Program Assessment Committee working meeting</td>
<td>HOTEL</td>
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<td>7:00</td>
<td>9:00</td>
<td>Dinner with Host Families</td>
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<td>FRI 12 Apri</td>
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<td>Breakfast</td>
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<td>Program Assessment Committee working meeting</td>
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<td></td>
<td>10:30</td>
<td>11:00</td>
<td>Van to Ruka</td>
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<td></td>
<td>11:00</td>
<td>2:00</td>
<td>Class Field study: EE Hist &amp;Culture FS Ruka Mapuche (Eng/Sp)</td>
<td>IES</td>
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<td>2:00</td>
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<td>Van to Hotel</td>
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<td>Program Assessment Committee working meeting</td>
<td>HOTEL</td>
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<td></td>
<td>3:30</td>
<td>4:00</td>
<td>Committee Meeting with Center Director: Presentation of Recommendations</td>
<td>HOTEL</td>
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<tr>
<td></td>
<td>7:30</td>
<td>9:30</td>
<td>Farewell dinner</td>
<td>Aquí esta Coco</td>
<td></td>
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<tr>
<td>SAT 13 April</td>
<td>7:30</td>
<td></td>
<td>Breakfast</td>
<td>Hotel</td>
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<td></td>
<td>9:00</td>
<td>6:00</td>
<td>Optional Field Study Isla Negra-Pomaire</td>
<td>Leave from IES</td>
<td>Possible visit on one's own</td>
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<td></td>
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<td>Museo de la Memoria</td>
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<td>Possible visit on one's own</td>
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<td>Museo Precolombino</td>
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<td>Possible visit on one's own</td>
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<td>Departures as scheduled with arranged drivers</td>
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